

Jenifer Gudac  
Jim Hales  
Mindy Merrell  
Connie Shumway

### Large Data Projects for Uintah High School

One of the major goals we had at Uintah High School was to establish a Student Educational Occupational Plan (SEOP) useable form for each student. This one page form would be used by the students during their entire three years at Uintah High School. This form includes a graduation checklist, educational track during high school (whether it is a college track or technical training track) post high school plan area, career choice area, testing scores, and signature lines for parents and students. Each of the forms includes a Holland Code Personality type area.

All Uintah High School Counselors went into all freshman, sophomore, and junior English classes to register the students. We met with freshman and sophomores 2 periods (166 minutes). We went into the junior classes only once because of the individual conferences held later. We took each student a copy of their SEOP with a completed graduation checklist and a transcript of their grades. We used the graduation checklist and Holland Code results to help them choose classes for next year. We asked the students to take the form home to discuss their future goals and class choices with their parents and return it the following day. We had about 70 % of the forms returned and we had the originals which was to be included in their SEOP folder. We met individually with 100% of our juniors and 86% of the junior parents.

The results of the Holland Code were as follows:

- 40%-realistic
- 6%-investigative
- 8.5%-artistic
- 36.5%-social
- 8%-enterprising
- 1%-conventional

The change we made by including all the information on one page was beneficial, not only to us in registering students, but also for parents and students. We also found that we have used this form with teachers in discussing student needs and the direction teachers can take in helping them.

Jenifer Gudac  
Jim Hales  
Mindy Merrell  
Connie Shumway

### Uintah High School Small Group Data Project

With the advent of the Utah Basic Skills Competency Test (UBSCT) many of our students were in jeopardy of graduation because they had not passed one or more sections of the test.

The counselors decided to help these students who had not passed the UBSCT to pass and receive a regular diploma at graduation. There were ninety-nine (99) who did not pass in February of 2005. These were our original identified students.

For our project the first step was to identify those students who had failed one or more parts of the UBSCT. We omitted the Special Education students (they were being helped by the teachers in the Special Ed. Department) and we determined there were ninety-nine (99) regular education students who had not passed one or more parts of the UBSCT. During the 2005-2006 school year 28 students passed the UBSCT section they had formerly failed.

Of the ninety-nine sophomores who did not pass one or more sections of the UBSCT, forty-eight were enrolled at Uintah High School for their senior year. (2006-2007)

Most of these students continued to take English and Math classes which helped them with the knowledge necessary to pass the test. Along with this, we talked with the Math and English departments and asked teachers to offer after-school help sessions. During the 2005-2006 school one teacher in each department held help sessions two weeks before the October and February tests. We also gave copies of the 2002 tests (provided on the USOE website) to the students to study on their own. During the 2006-2007 year there were no teachers who were willing to teach after school help sessions so we held those sessions in the Career Center for the students who wanted the tutoring. We gave out copies of the 2002 tests (again) for the students to study. We assisted them in the career center after school.

- There were forty-eight students who failed the *mathematics* section of the UBSCT during their sophomore year. Twenty-one students eventually passed the mathematics section.

- There were thirteen students who originally failed the *writing* section.

Five students had passed by the end of their senior year.

- There were seven students who failed the *reading* section by their senior year. Three students of the seven passed the reading section.

We would like to improve these results by adding a UBSCT mathematics and English class to our curriculum for the 2007-2008 school year. These students will remain in these classes for the first two trimesters or until they earn a passing score on all three sections.